Personnel problems of the superintendent of Schools with special reference to Connecticuti

Wilcox, C. E.

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### BOSTON UNIVERSITY SCHOOL OF EDUCATION

Thesis

PERSONNEL PROBLEMS OF THE SUPERINTENDENT OF SCHOOLS WITH SPECIAL REFERENCE TO CONNECTICUT

Submitted by

Calvin Eugene Wilcox

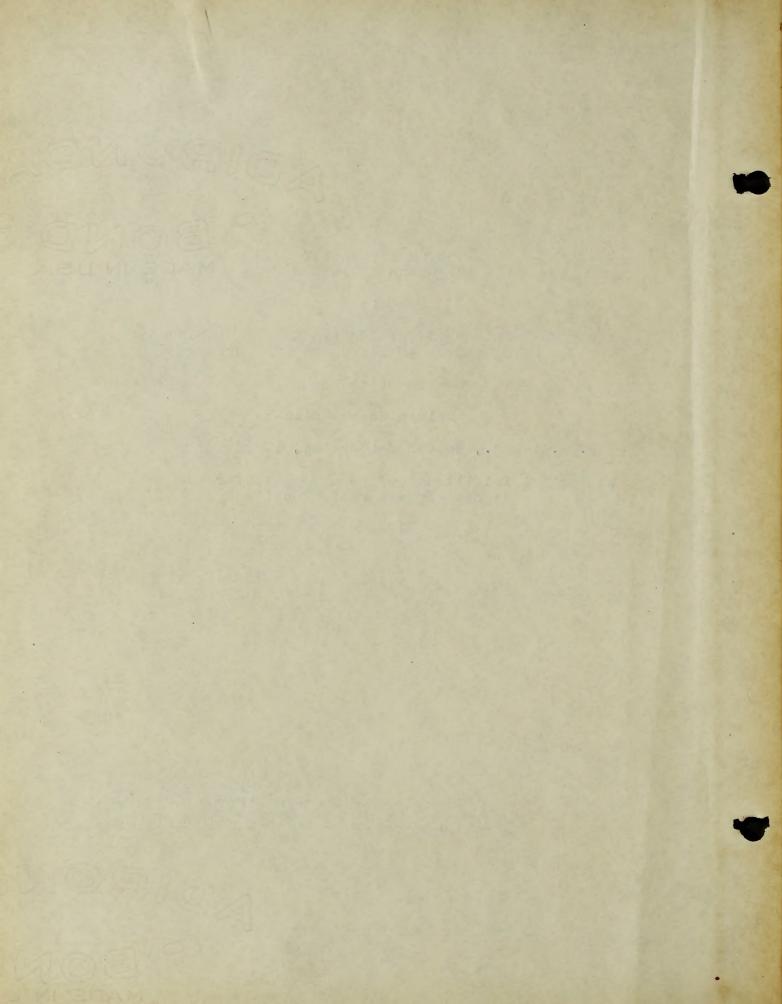
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1932

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#### FOREWORD

In the preparation of this thesis, the suggestions made by Dr. Jesse B. Davis and the members of his seminar group who met at Springfield, during the fall term 1931-1932, have been extremely helpful.

Other instructors and students in the Connecticut Valley Division have offered stimulation and suggestion. Work done in courses taught by Professor Blair have offered a splendid background for the work.

The assistance of Roger M. Thompson, Supervisor of Research and Survey, of the Connecticut State Board of Education is much appreciated.

The Superintendents of Connecticut also gave generously of their time and returned a large percentage of questionnaires carefully filled out.

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### INTRODUCTION

Public education in modern society is a great cooperative enterprise in which the community not only passes on the social inheritance, through informal educational channels, but also assumes guardianship of formal education by establishing and supporting schools. In Connecticut, the people entrust the task of formal education to Boards of Education? These Boards of Education employ an educational expert, the Superintendent of Schools, who in turn coordinates the personnel of the school staff to the end that formal education shall go forward in an organized fashion.

In Connecticut, the Superintendent of Schools is a central figure in the school system. One of his functions is to harmonize the efforts of the community social agencies with those of the school staff to the end that society may be assured of the efficient operation of formal education. It is this phase of his work that the writer is investigating.

An attempt will be made to formulate specific procedures for guiding the Superintendent in establishing the relation-ships with his coworkers which shall bring the greatest benefit to his community.

To accomplish this end, three studies have been undertaken.

First, the history of the Superintendent in Connecticut and the laws effecting his present status have been examined. This

<sup>2</sup>Walter Robinson Smith, Principles of Educational Sociology,p.181.

Laws Relating to Education, Hartford, Conn., Sec. 263 and Chap.8

Document, No. 2, 1931, State Board of Education, Hartford, Conn.

<sup>4</sup>Ibid., Sec. 163. Libid., Sec. 111.

<sup>5</sup> Ibid., Sec. 111.

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Joseph No. 2, 1951, State Board of Adrestion, Aertford, Corn.

Jibid., Sec. 185.

study has given a proper background for understanding his present status in Connecticut.

Second, opinions of experts in the field of administration have been consulted to determine their recommendations. These opinions are very largely unsupported by research and required validating in the local situation.

Third, since the Superintendents in Connecticut have educational and professional standings higher than that of the
nation as a whole, a consensus of their opinions should form
a valid criteria for checking the opinion of experts, a questionnaire covering some important phases of personnel relationships was prepared and sent out to the Superintendents and
Supervising Agents in Connecticut. Their answers have been checked
against the opinions of experts and conclusions drawn therefrom.

Joseph Ellsworth Poole, 1927, State Board of Education, Hartford, Connecticut, pp. 58-60.

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have been consulted to determine that recommendations. There have been consulted to determine that recommendations and required continuous or a recommendation of the tracking and residentian.

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Joseph Milaworth Roots, 1927, State Board of Magastra,

#### PERSONNEL PROBLEMS OF THE SCHOOL SUPERINTENDENT

### CHAPTER I The History of the Superintendent of Schools in Connecticut

The office of Superintendent of Schools had its beginning in the first schools of Connecticut. These schools were the fruits of Protestant Revolt in Europe and were children of the Church? As typical of what happened in the towns which later formed Connecticut, the action taken by the General Court at New Haven is selected. Only a little over three years after the arrival of the settlers of New Haven, the General Court of the colony on Christmas Day, 1641, voted that "for the better trayning upp of youth in this towne, that through God's blessing, they may be fitted for publique service hereafter, either in church or commonweale." "thatt a free school be set up in this towne and our pastor, Mr. Davenporte, together with the magistrates , shall consider whatt yearly allowance is meet to be given to itt out of the common stock of that towne, and also what rules and orders are meet to be observed in and about the same. Here, we have the pastor, an employee of the people, conferring with representatives of the people relative to school policies. This places him somewhat in the capacity of Superintendent of Schools.

<sup>1</sup>Mrs. Helen Martin Walker, Development of State Support and Control of Education in Connecticut, State Board of Education, Connecticut Bulletin, 4, Series 1925-26, pp. 8-9.

Barnard C. Steiner, The History of Education in Connecticut, Bureau of Education Circular of Education No. 2, 1893, Government Printing Office, Washington, D. C., p.15.

<sup>3</sup>Ibid., pp. 15-16.

<sup>5</sup> Ibid., p. 16. Ibid., p.16.

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Birnord C. Shelner, The Matery of Equation le despuesteut, Rureau of Education Me. 2, 1895, Gererander Principa Office, washington, D. C., p. 16.

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<sup>.31.0 ..6101</sup> 

The Connecticut code of 1650 introduced supervision by civic officers and named the "Selectmen of every Towne" as the custodians of public education. In 16907 the grand jury were made jointly responsible with the selectmen for insuring education. These people visited schools and homes to see that laws were obeyed.

In the latter part of the sixteenth century, the towns and parishes appointed school committees to administer the schools. In 1702, these committees were recognized, but were not required by the State to act as alternate agents with the selectmen in school administration.

In 1750, the state definitely required the appointment of school committees, and differentiated for the first time the functions of Administration and Supervision. The committees leaver assigned the administration of school lands and funds, and the school visitors were to inspect and supervise schools, approve school matters, and investigate expenditure of public money for school purposes.

<sup>6.</sup>Bernard C. Steiner, op. cit., p. 17.
7 Public Records of the Colony of Connecticut, Vol. IV, 16891706, p. 30.

Mrs. Helen Martin Walker, op. cit., p. 16.

Public Records of the Colony of Connecticut, Vol. IV, 16891706, p. 375.

<sup>1706,</sup> p. 375.

10 Public Records of the Colony of Connecticut, Vol. V,
1706-1716, p. 462.

11 Mrs. Helen Martin Walker, loc. cit.

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Bernard U. Stainer, on. oit., p. 17. "Mubils Records of the Colony of Connectical, Vol. IV, 1889-

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Type, o. arb. Type-1716, p. 462.

In 179512 school societies by law displaced town and ecclesiastical societies and, in acts of 1798 and 1799, the school societies were given complete control of school funds together with the administration of all school affairs. 13 At this time, school visitors changed from elected officials to appointees of the school committees of the school societies. This paved the way for the school expert.

In 1844, 15 Governor Baldwin, recognizing the need for improvement in the schools of the state, recommended to the legislature that an acting school visitor should be appointed from each local school board.

Already, in 1839, upon recommendation of Dr. Barnard, the state permitted the school visitors to appoint two persons to serve as a committee to perform certain duties of the visitors, as the examing of teachers and the supervision of schools. For this, there was a fee of, at least, one dollar per day of actual service. Thus, school supervision was established as a separate function and worthy of pay. 18

When, in 1855, the towns gained the power to organize into school societies and elect boards of education to manage their schools, these boards were permitted to employ a Sup-

<sup>12</sup> Mrs. Helen Martin Walker, loc. cit.

<sup>13</sup> Ibid., p. 27.

<sup>14</sup> Ibid., p. 28. 15 Ibid., p. 28.

<sup>16</sup> Bernard C. Steiner, op. cit., p. 41.

<sup>17</sup> Public Acts of the State of Connecticut, 1839, Chap. 50, Sec. 1-26. 18 Bernard C. Steiner, lo. cit.

<sup>19</sup> Helen Martin Walker, op. cit., p. 37.

In 1798,2 sphool sociation by law displaced town and seel selocates and tecki bue self to ston at the seiteloss invitant This sed about footoe to forthoo statemen navis can selicion , or it wind the Bi . wrights looked lie to noisersthicks ont main bever that "Lastdeipon foodes out to sestitames loomes out to .dweene fromme and not was ont

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Deraurs U. Stoiner, ac. cit., c. dl. Public Acts of the State of Connectiont, 1829, Chap. So, Sec. 1-2r. .PE .o .ofto .no , realist nitre of the

erintendent of Schools who should examine teachers and visit schools.

Following this permissive law, each town in Connecticut, with the exception of two and a part of another, availed itself of some form of professional supervision. In 1931, the legislature passed a law<sup>21</sup> requiring the board of education of each town to provide for supervision of the schools under its control by either a Superintendent or Supervising Agent.

Public Acts of the State of Connecticut, 1855. Chap. 50. Sec. 1-26. Directory of Connecticut Public School Officials, Connecticut School Document, No.1, 1931, State Board of Education, Hartford, Conn. <sup>21</sup>Public Acts of the State of Connecticut, 1931, Chap. 46, Sec. 124a.

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Emplie Acts of the State of Connecticut, 1885. Unto. 50. 80c. 1-26.

Directory of Connecticut Public School Officials, Connecticut
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## CHAPTER II The Relationship between the Board of Education and the Superintendent

As a preface to the discussion of the personnel relationship between the Superintendent and the Board of Education,
Charts I and II are inserted. (See pages 15 and 16.) In these
charts are entered opinions from the administrative experts,
Cubberley and Anderson together with statements from the Connecticut laws, which set forth the functions of the Board of
Education and of the Superintendent of Schools respectively.

From a study of the charts I and II, and from the perusal of the works of others, who have studied the relationship existing between the Superintendent and the Board, it is clear that full responsibility for the conduct of local school affairs is vested in the Board of Education. Only as competent superintendents have demonstrated their ability have the boards apprehensively and slowly relinquished even administrative control. It is generally conceded to day that the function of the Board of Education is legislative while that of the Superintendent is executive.

The Superintendent is generally an ex officio member of the Board of Education with full power to advise and discuss but without a vote. He may initiate and recommend,

Fred Engelhardt, Public School Organization and Administration, p. 85.

<sup>2.</sup> Ibid., p. 84.

<sup>3</sup>Ibid., p. 87-89.

<sup>7.</sup> Ibid., p. 85.

# The Relationship between the Board of Education and the Superintendent

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Trod Engelherdt, Public Toncol Organization and Adminis-

<sup>\*</sup>Ibid., p. 84.

Albid., p. 85.

and, in some matters, he alone can initiate, but legislative action rests with the Board. Even, where he is given by law veto power and jurisdiction outside of the range of the authority of the Board, the privileges so given are of minor importance, and have little significance in the management of the local schools.

With this understanding of the relationship between the Board and the Superintendent, how is the Superintendent to conduct himself? What the Superintendent of Schools does depends not so much upon his knowledge of the accepted functions of the Superintendent and Board, important as this knowledge is, as upon the recognition of the social functions of his office. A Superintendent with a well rounded philosophy of life will find few precedents upon which to base his educational philosophy.

This philosophy, he should not thrust upon his board. He should not feel that his function is to wheedle and cajole the board into passing his suggestions. He should remember that the board members are representatives of the public mind, and that their sentiments are accurate pictures of the public thoughts. He should, however, keep the members of the board informed of the progress and needs of the schools. Regular and accurate reports and suggestions, unobscured by routine details, will

Oscar F. Weber, Problems in Public School Administration, p. 71-72.

<sup>4</sup>J. C. Morrison, The Legal Status of the Superintendent of Schools, p. 53.

<sup>7.</sup> Fred Engelhardt, loc. cit.

<sup>80</sup> scar F. Weber, op. cit., Chap. III

<sup>7</sup>Ibid., p. 69.

<sup>/</sup>W. N. Anderson, A Manual for School Officers, p.25.

<sup>&</sup>quot;Oscar F. Weber, op. cit., p. 34.

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<sup>.</sup> W. Asterest, A thinks for Connect Ocalesca, v. 25. Depart of an expert of a contract

cause the board to appreciate the school situation as he appreciates it. If he applies himself to educating the board on the larger problems of policy, organization, and procedure, the board will respect his judgment. If he efficiently handles the details of his position, he will assume the role of a trusted servant.

Thus, with a board that has faith in his judgment, and confidence in his executive ability, he will busy himself, not in arguing with a board to put across educational improvements, but will have a board consulting him as an expert in education.

It sometimes happens that individual members of the board approach the Superintendent to bargain with him or to dictate with pseudo-authority. It is plain that no member of a board has any authority as an individual. It is clearly the duty of the Superintendent to bring, as diplomatically as possible, before the entire board any matters brought to him by an individual member, if the matter is worthy of their consideration. Certainly, he should not treat with a member of the board, as a person having authority.

W. N. Anderson, op. cit., p. 34.

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the H. Anderson, on otte, n. 50,

15

To provide buildings, grounds,

To consider recommendations for

expansion of the school system.

To prevent legislation which is

against the best interests of the schools under their control.

To select school sites.

and equipment.

To assume certain responsibilities relative to educationally except-

As expressed by laws of the state

of Connecticut.

ion children.

To hold hearings relative to school accomodations.

To provide transportation for certain school pupils.

To decide upon certain aspects of instruction not definitely required by law.

To enforce laws relative to employment of children.

To prescribe, furnish, and control text books and library equipment subject to regulations of State Board of Education.

To pass upon certain matters relative to the school buildings.

To establish and control elementary schools, high schools, and evening schools.

To employ only qualified teachers. To discharge teachers.

To discharge their legal duties relative to teacher retirement.

To enumerate and report school child-

Notes: The functions listed under each source are not necessarily complete or mutually exclusive, but are a compilation of functions as expressed in sections dealing specifically with such.

Ellwood P. Cubberley, Public School Administration, pp. 118-122. W. N. Anderson, A Manual for School Officers, pp. 29-42. Laws Relating to Education, Connecticut School Document, No.2, 1931, State Board of Education, Hartford, Connecticut. Ibid., Sec.21.

Ibid., Sec. 47.

Ibid. Sec. 47, 157, 48, 49,50,152,153,157,168,203,& 233.

Ibid., Sec. 51, 102, 308.

Ibid., Sec. 54, 70. Ibid., Sec. 105, 122, 127, 129. Ibid., Sec.89, 101,104,158. Ibid., Sec. 110.

Ibid., Sec.91,101.

Ibid., Sec. 93, 94, 96, 97.

Ibid., Sec. 101, 103, 108, 111, 112, 114, 115.

To approve or make the final decision concerning any needed or proposed expansion or enlargement of the educational system.

To select school sites. To consider and approve building plans. To act as custodian of all school property.

To act as a court of final appeal for the teachers, principals, and school patrons in matters that the Superintendent has not been able to handle satisfactorily.

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As expressed by Anderson

To act assexecutive agent of Board of Education.

To act as executive officer of the School Board, and also to be its eyes, and ears, and brains.

To nominate teachers if not empowered to employ same.

To perform duties as defined by the Board of Education.

To be supervisor of the instruction in the schools, and also the leader, adviser, inspirer, and friend of the teachers, and between them and the Board of Education to act, at times, as an arbiter.

To be organizer and director of the work of the schools, in all their different phases, and to act as a representative of the schools and all for which the schools stand before the people of the community.

To safeguard the interests of the children in the schools. To constantly keep in mind the larger educational interests of the community as a whole.

Notes: The functions listed under each source are not necessarily complete or mutually exclusive, but are a compilation of functions as expressed in sections, dealing specifically with such. Ellwood P. Cubberley, Public School Administration,p.133. W. N. Anderson, A Manual for School Officers, pp. 347-358.

As expressed by Anderson

17

To act as executive officer of the School Board.

To direct all employees connected with the school. To investigate applicants for positions in the schools and to recommend or nominate teachers for election by the Board or teachers' committee.

To have supervision of the public schools, or district, their organization and classification. To plan and develop with the aid of the Principal and teachers a course of study, instruction and recreation.

To make such rules and regulations for the management of the schools as he and the teachers may deem necessary and proper.

To select text books, apparatus, and educational supplies.

To investigate applicants for positions in the schools, and to recommend or nominate teachers for election by the Board or Teachers' Committee.

To keep the board informed of the progress, needs, and conditions of the schools; to suggest means for improvements, and to make such reports as board may require. To attend board meetings.

To assign and transfer teachers and to recommend the reelection and dismissal of teachers.

To fix and prescribe a mode for regular examination, to supervise promotion and classification of applicants for admission to the schools.

To seethat registers and all necessary records are properly kent.

To hold teachers8 meetings as often as he thinks advisable.

To employ temporary substitute teachers in case of sickness or inability of the regular teachers.

To have general supervision over the janitor's work.

Notes: Laws Relating to Education, Conn. State Document, No. 2, 1931. Conn. State Board of Education, Hartford, Conn. Ibid., Sec. 111. Ibid., Sec. 110. Ibid., Sec. 111.

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### CHAPTER III Relationship between the Community and the Superintendent

In some communities, the Superintendent is regarded as a person who hands out supplies, rings bells, or performs some similar routine function. Indeed, it was only when compelled by law to do so that certain towns of Connecticut employed such an official. These towns seemingly thought that the teachers employed were adequately caring for their schools without the expense of a Superintendent. Every Superintendent should be constantly aware of the need for building up the office of Superintendent of Schools to the point where it will stand high in public esteem.

Every contact must so be handled as to leave the best impression possible of the School Department. He must not forget that a large percentage of his contacts with the public will be through meeting individuals, either in his office or elsewhere. Whatever the subject of conversation, it may be his chance to impress an individual with the dignity of the school system. He should be pleasant, democratic, direct, openminded, and demonstrate his willingness to serve the good of the community.

In no case, should he be petty, arbitrary, impatient, unreason-

<sup>\*</sup>Oscar F. Weber, Problems in Public School Administration, p. 25.

\*Norfolk, Clinton, and a part of Groton.

Connecticut School Document, No. 1, 1931, State Board of Education, Hartford, Connecticut.

### CHAPTER III Relationable between the Community and the Superintendent

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In no case, should he be pathy, applicant, impacted, arreadend.

able, or show personal pique toward those with whom he comes in contact.

He should never refuse an audience's request for a few well chosen words. He should be able to state in a simple, straight-forward way, not what he is doing, but what the schools, supplemented by the community, are doing and what projects they might well enter.

He should remember that his function is to educate the community, not to complain concerning its shortcomings.

With education broadening its scope, and including more and more, the functions of the home and the community, the need for a better appreciation of the work of the schools by its patrons is important. There is no better medium for conducting this current of appreciation than through those who are being educated. Although organized publicity will still hold a place, the more conscious effort that is expended in using the regular contacts of the school to foster better understandings between the school and people of the community, the less will be the need of publicity stunts.

There are many local associations and organizations with which the school may well cooperate. The most outstanding of these associations is the Parent Teachers' Association.

Ellwood P. Cubberley, Loc. cit.

Ellwood P. Cubberley, loc. cit.

Fred Engelhardt, Public School Organization and Administration, pp. 136 and 533.

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Mason lays down the following objectives for the Parent Teachers' Association:

- I. Child welfare: To promote child welfare in home, school, church, and community.
- II. Home: To raise the standards of home life.
- III. Laws: To secure more adequate laws for the care and protection of women and children.
- IV. Cooperation: To bring into closer relation the home, and the school, that parents and teachers may cooperate intelligently in the training of the child.
  - V. Public Opinion: To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

By way of further explanation, Mason makes the following summary of the Parent- Teacher movement as organized by the National Congress of Parents and Teachers:

The Parent-Teacher movement, as organized by the National Congress of Parents and Teachers, is not for the purpose of providing a "woman's auxiliary to the board of education."

It is not a crusade to reform the schools.

It is not a lyceum course, offering a series of varied entertainment to the community.

It is not a federation of clubs, in which each club develops its peculiar interest according to its fancy, and unites with others for certain great objectives.

Rather, it is a great school for parents and for teachers, with one main object, to know the child.

Martha Sprague Mason, Parents and Teachers, (A Survey prepared under the auspices of the National Congress of Parents and Teachers) p. 111.

<sup>8.</sup> Ibid., p. 133.

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<sup>&</sup>quot;Marcha Surague mason, Parents and Toschere, (A Survey pre-

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<sup>.</sup> Thid., p. 155.

It is a social experiment in cooperative education, carried on according to a single standard in home, school, and community.

It is a demonstration that not only government, but mental, moral, and physical reform must be conducted "by the people for the people", and that prevention by the parents will in time do away with the necessity for cure or correction by the state.

It is a proof that the vast, unexploited reserves of parent power, fully understood, intelligently directed, applied through the simple machinery of local interest rather than by the more complicated systems of public welfare agencies, will accomplish from within that which no external application of civic betterment has been able thus far to achieve.

It is an agency through whose means local conditions may be investigated and approved, the value of education and its tools and its skilled administrators may be made clear to the public, and the findings of experts in hygiene and child development may be brought within reach of the people who most need the scientific knowledge in their profession of parenthood.

It is a great democracy in which all points of difference, social, racial, religious, and economic, are lost to sight in the united effort to reach a common goal, the welfare of all the children of every state in the Union.

The Parent Teacher Association is now common even in the smaller communities. It is a good institution through which the administrator may bring before the parents new and changing views of education.

Here, also, the teachers may meet the parents and exchange views pertaining to the welfare and progress of the children. This organization may furnish the only opportunity for teachers to meet parents under favorable conditions.

Wm. Anderson, A Manual for School Officers, p. 322.

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Other organizations with which the Superintendent may well cooperate are Chamber of Commerce, Scouts' Organizations, Visiting Nurse Associations, Week Day Schools of Religion, Junior Red Cross, Musical Organizations, Teachers of Music, Parochial Schools, Rotary Club, and Kiwanis Club. Some communities have other worthy organizations with which the school should cooperate. Before entering into any relationship with an outside organization, the Superintendent should carefully determine the educational value of the connection. He should have one criteria, Will my act of cooperation increase the opportunities for child well being in my community?

Other organizations with which the Superintendent may well occurred and Phamber of Commerce, Scouts' Organizations, visiting Aures Associations, Mesk Day Schools of Religion, Junior Red Cross, Musical Organizations, Teachers of Matic. Paroscial Schools, Istary Club, and Airmain Club. Some non-autities have other morthy organizations with which the cohect chould coomerate. Bafore substring into any relationship with on the Superintendent enough carafully on the Superintendent enough carafully doter ins the algorithms of the connection. Se should doter ins the algorithms of the connection. Se should constitute for child well being in my commission de should be and of cooperate on increase the

# CHAPTER IV The Relationship involving Superintendent and Teachers

The function of the Superintendent is the improvement of the educational opportunities to the end that the educand may receive the greatest possible training in worthy living. This procedure is commonly known as Supervision. In discussing Supervision, Burton has laid down principles which should operate in the procedure of Supervision. Although not necessarily complete, they are expressive of the spirit which should guide supervisory activities. The principles are as follows:

- 1. The aim of supervision is the improvement of teaching.
- 2. Supervision will inspire and encourage the good teacher to further study, to experimentation, to preparation for higher positions and more responsibility.
- 3. Supervision will redirect and improve the work of the average and mediocre teacher. It will eliminate those teachers who fail to measure up to definite standards of good teaching.
- 4. Supervision proceeds upon the basis of definite, well well understood standards.
- 5. Supervision proceeds upon the basis of a definite organized programme.
  - 6. Supervision must supply the means of enabling teachers to live up to the standards set and to carry out the programme outlined.
  - 7. Supervision is essentially a cooperative procedure.
  - 8. While the application of the standards and the realization of the programme must be authoritative,

<sup>&</sup>quot;George Drayton Strayer and Naomi Norsworthy, How To Teach,p.1. Walter Robinson Smith, Principles of Educational Sociology, p. 610.

<sup>-</sup>William H. Burton, Supervision and The Improvement of Teaching,

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The function of the Superintendent is the improvement of the educational openiunities to the end that the educational openiunities to the end that the educand as year that the education is commonly known as Supervision. In discussion, ing Supervision, Burton has laid down principles union about openite in the procedure of Supervision. Although not necessary ity complete, they are expressive of the apirit which should all any are expressive of the apirit which should

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scientific, and impersonal, there must be manifest a kindly and sympathetic spirit.

- 9. Supervision must develop and encourage on the part of the teachers initiative, self-reliance, intelligent independence, and the successful assumption of responsibility. It must capitalize the teacher's ability and experience.
- 10. The administrative aspect of supervision is secondary to the pedagogical.
- 11. When supervision is inspectorial, it should never be simply that and nothing more.
  - 12. Supervision must be judged by its results.
  - 13. The supervisor must be specifically and definitely trained for his work.
  - 14. The type of democratic leadership involved in supervision demands the very highest type of well rounded, poised personality.

There are means of improving instruction through improving teacher personnel. These means are partly supervisory in function, but also largely administrative. The writer will place in this category proper selection of teachers, adequate salary schedule, provision for professional improvement in service, and cooperative teacher rating.

Other problems of the Superintendent which are largely of a supervisory nature are improvement of the teaching act, selecting and organizing subject matter, and maintaining good morale in the teaching force.

Each of the foregoing topics deserve a separate volume.

The writer will confine himself, however, to setting forth the main problems involved, with general suggestions for their solution

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#### CHAPTER V Selection of Teachers

All teachers should be nominated by the Superintendent.

No one can have a better knowledge of the nature of the vacancy, or the qualification of a candidate than the Superintendent. If the Superintendent makes such nominations, there is less likelihood of pull or politics to play a part. Cubberley lays down six principles as a guide for the selection of teachers. They are:

- l. The superintendent of schools should nominate all teachers, principals, supervisors, and assistant superintendents, in writing, to the board of education for election or for promotion. In the case of elementary school teachers, the election should be to a position in the schools, all assignments to positions being left to the superintendent.
- 2. The board may either confirm or disprove his nominations, but should have no power of substituting other names of its own choice.
- 3. In case any nomination is dissaproved, the superintendent should then nominate a new person for the position.
- 4. The board should be permitted to elect, without such nomination, only in case the superintendent refuses to make a nomination.
- 5. The members of the board of education should refer all applicants to the superintendent of schools, and refuse to discuss politics with them. To this end, the board should announce that, by rule, it has given the power of nomination to the superintendent, and that the members do not desire applicants or their friends to visit them on the matter.

Fred Engelhardt, Public School Organization and Administration, p. 96.

<sup>&</sup>lt;sup>2</sup>Ellwood P. Cubberley, Public School Administration, p. 205.

<sup>3</sup>Ibid., p. 206-207.

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6. In a city where a competitive examination system is in use, the board should refuse to see applicants or their friends, individually, and should announce that the attempt so to visit them will be regarded as unprofessional conduct, and will prejudice the applicant's chances of securing a position.

Cubberley also sets down the following elements as factors in the formation of judgments as to the worth of an applicant for a teaching position.

- l. Professional preparation and experience. A lower grade being given for the minimum preparation and experience required by the rules, or for too much experience under poor conditions, and increasing for larger preparation, and valuable experience, up to a certain maximum grade.
- 2. Evidence as to professional success. No general letters of recommendation to be considered. Candidates to submit names of persons engaged in educational work who can speak as to their training and teaching success. From these, or others, confidential letters to be obtained and the evidence rated. This rating may also be based, wholly or in part, on seeing the candidate at work in a schoolroom.
- 3. Personality and adaptability to the work of instruction. Based on a personal interview.
- 4. Physical examination by the health supervisor or by a designated physician.

The question arises as to whether the Superintendent should elect only applicants or should search for teachers. If the school is to have the best teachers for the money, the Superintendent should search for good teachers far and wide.

The Superintendent should have a memorandum of where good teachers may be found, so that when a vacancy exists, he may investigate more in detail available candidates of the better sort

W. N. Anderson, A Manual for School Officers, pp. 50-51.

Ellwood P. Cubberley, Public School Administration, p.207. Jbid., p. 209.

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<sup>&</sup>quot;Slavood T. Gubberley, Public School Administration, p.207.

<sup>1.</sup> M. Anderson, A Manual for School Officers,po. 50-51.

To carry out this investigation, he may resort to registration blanks from Teachers' Agencies, state or city department records, or, better still, application blanks made up by the Superintendent with the specific needs of the system in mind.

As soon as the teachers statement of his qualifications is to be had, the Superintendent should investigate all references making sure that the people referred to know the applicant's qualifications, and are qualified judges of his ability.

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### CHAPTER VI Determining Salary Schedules

The problem of salary adjustment looms large when we consider that, of more than two billions, spent annually for public education in elementary and secondary schools in the United States, more than fifty percent goes to the salaries of teachers, supervisors, and administrators. When a school board fixes the amount of salaries to be paid its teachers, it fixes the professional standard of its teachers, and thus molds the future welfare of every child coming under its care.

Sad as it may seem, the public too often thinks teachers to be so many hired help who may be bargained for and hired with the greatest economy. Attempts to raise the professional standards of the teachers in a school system are apt to be opposed by some who are in sympathy with the "poor teacher" who will be effected.

Teachers who are in a rut, and prospective teachers of scant preparation never fail to enlist the aid and sympathies of friends to combat a higher standard.

However, the Superintendent must recognize that higher pay and higher standards can not be separated. The first step in raising standards for teaching seems to be the raising of salaries. Only after a teacher is enabled to live as a person of culture and refinement can be afford to spend money on

Practices effecting Teacher Personnel, Research Bulletin of the N. E. A., Vol. 6, No. 4, Sept. 1928, p.210.

Oscar F. Weber, Problems in Public School Administration, p. 253.

Fred Engelhardt, Public School Organization and Administration, p. 200.

Ellwood P. Cubberley, Public School Administration, p. 200.

HEllwood P. Cubberley, loc. cit.

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professional improvement.5

Realizing the importance of the salary schedule, and the professional knowledge required in devising such, the school board should look to the superintendent for his recommendations as to salary schedule, and rules for its administration.

The Superintendent has the problem of recommending initial salaries and providing for effective schedule of increases. The beginning salary should be large enough to attract a desirable class of teachers. Since a beginning teacher tends to improve with experience, a salary increment based
upon experience alone is justified for a short time only. Beyond a certain point, raises should be granted to stimulate
industry, to encourage individual improvement, and to reward
general merit.

Cubberley lists four plans to apportion rewards on a basis of merit. They are:

- 1. Attaching different salaries to positions and promoting from the lower paid to the higher paid.
- 2. Additional salary grants for evidences of increased scholarship or professional preparation.
- 3. Establishment of grades in the teaching service, with a different salary schedule for each, usually involving the passing of some form of promotional examination.
- 4. Grading teachers on the basis of estimated efficiency, using usually some rather elaborate form of scale.

Ellwood P. Cubberley, Public School Administration, pp. 251-252.

Fred Engelhardt, loc. cit.

<sup>7</sup>I bid., p.98.

Ellwood P. Cubberley, op. cit. pp. 254-255.

<sup>7</sup>Ibid., p. 256.

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Stel Sarol Marit, loo. oit.

Tota, p. 158.

Engelhardt has examined Evenden's study of teachers' salaries, and has set down the following principles for administering salary payments and salary schedules:

- 1. Salaries should be paid promptly and on dates scheduled.
- 2. A newly elected teacher should be started on the salary level determined by her training and experience.
- 3. In transferring a teacher from one schedule to another, the place in the new schedule should be determined by the salary she is receiving rather than by the length of service.
- 4. When salary schedule provisions must be set aside to meet unusual conditions, special ruling of the school board should provide for them, instead of making changes in schedules.
- 5. All salary schedules should be flexible enough to meet all emergencies.
- 6. If it is desirable, have different schedules for men and women. In this case, the items in the schedule should be raised for the men rather than lowered for the women.
- 7. A schedule should not decrease the salary of teachers in the system who are getting more than the schedule provides. They should not receive increases until they meet the added required standards.
- 8. Rather than make elaborate schedules providing for different kinds of work, it is better to give additions for such duties assigned as require extra preparation.
- 9. Increases should not become automatic with increased tenure.

Fred Engelhardt, op. cit., pp.200-201.

E. S. Evenden, Teachers' Salaries and Salary Schedules,

Commission Series, No.6, National Education Association, Washington, D. C., 1919.

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### CHAPTER VII Training of Teachers in Service

In a measure, the strength of the teaching corps may be increased yearly by filling vacancies so that a current of new ideas, new enthusiasm, and new standards of preparation shall bring new life to the teaching corps. Such a leavening of a teaching corps with an infusion of new blood cannot be relied upon to keep the instruction up to date.

To insure proper professional growth, provisions should be made by the Superintendent for systematic teacher training, and premiums should be placed on the efforts of teachers who voluntarily do more than the required work. This training should include not only professional growth but also personal growth. Teachers often resist any attempts at further training, particularly that of the personal growth type. Few teacher, however, would fail to benefit from a definite teacher training program fostered by the Superintendent of Schools.

The most effective devices for teacher training are, without doubt, teachers' meetings, college and normal summer schools, and college or state extension courses. These devices should be relied upon to produce a dynamic philosophy of life in

Ellwood P. Cubberley, Public School Administration, pp. 225-231. 3Ibid., p. 231.

<sup>2.</sup>I bid., p. 232.

William H. Burton, Supervision and Improvement of Teaching, pp. 320-324.

<sup>\*</sup>H. Updegraff, Proceedings of the N. E. A., 1911, p. 434. "Superintendent Van Sickle, Proceedings of the N. E. A., 1911, p. 437.

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E. Undegraff, Proceedings of the H. E. L., 1911, p. 454. Superintendent Ver Sickle, Proceedings of the L. S. A., 1911, 0. 637.

the teachers. This philosophy of life will effect their philosophy of education, and the two philosophies will converge and form the set which will determine the method which a teacher uses in setting up a learning situation.

Other devices for training teachers in service include reading circles, demonstration teaching, professional magazines, intervisitations, and educational bulletins.

There are various types of teachers' meetings which may be used to preserve the unity of the school system, and, for the discussion of certain phases of school work, or instruction, either for administrative, supervisory, or inspirational purposes.

These meetings may include all teachers in a system, or only a few teachers called together to discuss a minor element of instruction. The types of meetings may include:

- 1. A general meeting for the purpose of discussing large principles and affairs of common concern.
- 2. Grade or departmental meetings called for specific discussion relative to some particular problem of a grade or department.
- 3. Intergrade meetings called to articulate work of closely related grades and to discuss problems of common interest.
- 4. Building meetings called for the purpose of outlining building policies.

Wm. N. Anderson, A Manual for School Officers, p.314.

<sup>5</sup>Nm. H. Burton, op. cit., p. 324.

Ællwood P. Cubberley, op. cit., p. 223.

William H. Burton, loc. cit.

TW. N. Anderson, op. cit., pp. 314-318. Ellwood P. Cubberley, op. cit., p. 233.

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Na. K. Anderson, A Kandal for School Officers, p. 519.

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Filwood P. Gubberley, op. att., p. 288.

illian B. Burton, loc. cit.,

L. C. Anderson, op. cit., pp. 514-518.

fall cod P. Gu berley, op. cit., p. 255.

5. Meetings of supervisors, and principals to discuss plans for general policy and procedure.

There are certain criteria which should govern the organization of any type of teachers' meeting. These criteria? may be listed as follows:

- l. Meetings should not be called to disseminate directions or information which could as well be given out in type-written or mimeographed form.
  - 2. Each meeting should be thoroughly planned.
- 3. Teachers should be amply informed in advance of the time, place, and content of the meeting. A mimeographed brief should be sent out.
  - 4. All meetings should begin and end on time.
- 5. No teacher should be excused from a meeting for any cause which would not excuse him from classroom teaching.
- 6. The topic should be of real interest to the group called to meet.
- 7. Provision should be made for the expression of opinion from each teacher. The attitude of cooperate enterprise should prevail.
- 8. Principals, heads of departments, or supervisors should lead the meeting of groups under their supervision.
- 9. A record should be kept of the proceedings in each meeting.
- 10. Meetings of over a few minutes in duration should not be held after school. The best times for teachers meetings are after a foreshortened school session or in the evening.

Ellwood P. Cubberley, Public School Administration, pp. 233-234.

<sup>%</sup>W. N. Anderson, op. cit., pp. 318-320. %Wm. H. Burton, op. cit., pp. 325-326.

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Eliment P. Sucharler, Public Suncel Administration, no. 286-274.
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Anderson, or. oft., pp. 325-325.

For general improvement of the teaching force, and for raising academic standards in the teaching force body, encouragement should be given to teachers to pursue university extension courses and summer school courses. If definite salary increments are given for specific academic work to be approved by the Superintendent, he may steer this professional improving work into courses which will benefit the teacher and the school system alike. To-day, university extension courses of such a variety are available at such sundry lo-cations that there is little excuse for professional stagenation due to lack of such facilities.

The reading circle is another excellent method for teacher training. This may be an adjunct to the meetings between teachers and principals. Two or more good books should annually be carefully studied, discussed, and practiced. Teachers, in this way, not only accumulate considerable background but also form desirable professional habits.

The other teacher training devices, demonstration teaching, professional magazines, intervisitations, and educational bulletins all have their place and importance. They should be

<sup>&</sup>quot;A table showing character of extension courses, summer courses, and residence courses available to Connecticut teachers may be found on p. of this thesis.

William H. Burton, op. cit., p. 324.

"Ellwood P. Cubberley, op. cit., p. 234.

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carefully planned and systematically carried out. The supervisory activities of the system should be closely allied with these training devices so that worthwhile philosophies and procedures may influence the classroom teacher.

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Table Showing Character of Extension Courses, Summer Courses, and Residence Courses TABLET

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## CHAPTER VIII The Rating of Teachers

To rate or not to rate has been the issue of a battle royal between administrative experts in the past. Yet, viewing the question in a dispassionate way, it appears that all teachers are rated anyway. Every judgment made by the Superintendent relative to a teacher is a form of rating. Why, then, should not these judgments be made more objective?

Among some of the prominent objections 2 to rating are the following:

- l. Different individuals rate differently, and it is unfair to rate unless the same person rates all teachers.
  - 2. It prevents teaching from becoming a profession.
  - 3. Unfair discrimination creeps in.
- 4. It enforces the will of the supervisor, and not the needs of the pupil.

In general, these indictments are against the people who rate and the use of ratings rather than against the principle of rating. Ratings of some sort must be used as devices to determine promotions and demotions, tenure, and salary. This can only be construed as aminor use, however. Rating should be a cooperative endeavor toward professional improvement, and should involve teacher judgment as well as supervisory judgment.

William H. Burton, op. cit., p. 354.

William H. Burton, Supervision and the Improvement of Teaching, p. 348.

Ava L. Parrott, Abolishing the Rating of Teaching, N. E. A. Proceedings, 1917, p. 1168.

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William d. Burton, Supervision and the Improvement of Telephin.

If the teacher is to become professional, he must be carried forward by the professional urge. External pressure through an externally administered rating scheme will scarcely develop this. Rugg realized this, and in writing in "The Elementary School Journal", he says, "-----if a rating scheme is to be truly helpful, its chief element must be self-improvement through self-rating. Improvement of teachers in service rests directly upon the initial step of self criticism.

To insure success, the rating device should be cooperatively selected, cooperatively administered. Teachers should study the uses, dangers, abuses, and possibilities of rating systems. The whole theory of rating should be common knowledge in the entire system. The rating card may then be cooperatively determined or selected from the many now in use. The teacher should rate himself several times and compare with the rating of the supervisor. This comparison should take place at a conference in which there will be a clearing up of points of view. It should stimulate self-realization on the part of the supervisor as well as on the part of the teacher.

The National Education Association lays down principles for the governing of rating schemes, the gist of which is as follows: Professional improvement should be the main aim

<sup>\*</sup>National Education Association, Committee of One Hundred on Classroom Teachers' Problems, Report on Teacher Rating, National Education Association, Washington, D.C., July, 1925.

\*William H. Burton, loc. cit., p. 361.

'Ibid., p. 362.

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"Hilliam H. Murton, loo. oft., p. 561.
"Told., p. 362.

of teacher rating. The rating system should be such that each teacher rated shall gain a realization of the definite and concrete basis for the improvement of his efficiency. The methods used in rating shall be as objective and scientific as possible.

The results of all ratings are to be in the hands of each teacher for the purpose of guiding and stimulating further growth. One official shall be final rating authority to whom principals and supervisors are advisers. Any rating scheme to be used should be mutually agreed upon by administrative and supervisory staff and classroom teachers. Co-operative endeavor for professional growth should be the key note of the scheme.

of measuring instruction. It has been previously suggested that every judgment is a form of measurement. Using some phase of judgment, the Superintendent, Supervisors, and Principals are constantly measuring the outcomes of the educational program. The present tendency is to base these judgments upon evidence that is as reliable and objective

<sup>&</sup>quot;National Education Association, Committee of One Hundred on Classroom Teachers' Problems, Report on Teacher Rating, National Education Association, Washington, D. C., July, 1925.

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as possible. The use of the modern standard test is taking some of the guess work out of these ratings. These tests are not fool proof and infallible. If used to evaluate instruction, such a test must be weighed against the objectives of the subject measured to insure validity. This will be easier if the objectived, as expressed in the course of study, have been worked out cooperatively as suggested in a later discussion on the making of the curriculum.

Unfortunately, habits, skills, and knowledges are more easily measured than attitudes and other general patterns of control. This should not dissuade one from attempting to measure as objectively as possible these general patterns of control.

As important as supervisory judgments are, they take second place to the teacher's own judgment of his accomplishment.

He should understand the meaning and use of the standardized
test. In caring for the individual need, they are his chief
diagnostic aid. He should understand how to give them, how
to record his results, and what the results show about the
educand and about the teacher's effectiveness. Once the
diagnosis is made, there must be effective remedial instruction.

Guy M. Wilson and Kremer J. Hoke, How to Measure, p. 3-6.

<sup>&#</sup>x27;Ibid., p. 4.

Tbid., pp. 517-518.

<sup>12</sup>Wm. Charters, The Teaching of Ideals, pp. 327-328.

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Wm. H. Burton, Supervision and the Improvement of Instruction, pp. 293-294.

<sup>/3</sup>Ibid., pp. 289-290.
/Ibid., loc. cit.

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Tour . ilean and Arener J. Hoke, How to Moneure, p. 5-6.

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Ma. Okariers, The Desking of Ideals, on. 827-318.

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Judgments of accomplishment are needed for promotions and reports to parents. This opens up a wide field of controversy on the theory of marking. Since schools operate successfully on a variety of marking schemes, it seems that the administration of the marking system is the most important phase of it. The marking system like the curriculum should be the result of cooperative endeavor. If the various departments of the educational system have concurred to devise or select the marking system, there is apt to be a clearer understanding of standards, meaning of symbols, basis for judgment, and other elements of marking which are capable of varied interpretations.

As in other supervisory procedure, cooperative endeavor will materially aid in the measurement of the results of instruction.

William H. Burton, Supervision and the Improvement of Instruction, p. 11.

Tbid., loc. cit.

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## CHAPTER IX Improvement of the Teaching Act

Under the improvement of the teaching act may be placed the topics of school management and provision for instruction.

School management concerns itself with the following:

- 1. Preparation for the opening of school.
- 2. A daily program of studies.
- 3. Handling of supplies and books.
- 4. Discipline.
- 5. Classroom Records.
- 6. Seating and Passing of pupils.
- 7. Physical conditions of room.

If these matters are to be handled successfully, the teacher must have a proper knowledge of the elements involved. To stimulate this realization, the teachers in cooperation with the principals and supervisors should devise check lists under each heading listed above, so that when the teaching situation arrises, there is definite planned action. For instance, before the opening of school, the teacher might consult an outline something like this:

- 1. Is my room suited to the expected group?
- 2. Is all classroom equipment in good order?
- 3. Do I understand building signals?
- 4. What room signals shall I use?
- 5. Are my supplies arranged?
- 6. Is my program posted?
- 7. Have I prepared adequately for instruction?

<sup>&#</sup>x27;William H. Burton, Supervision and the Improvement of Teaching, Chap. III.

2Ibid., p. 49.

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The supervisor, having worked with the teacher, has a similar outline. He may use his as a check list to guide his supervision. It is easier to ask a teacher what she has outlined with regard to the opening of school than to try to develop a program, in case the teacher has started out badly without one.

These outlines in school management should be considered tentative and suggestive. A teacher is encouraged to add or change items, so long as the basic principles underlying school management are not violated, and so long as the teacher operates efficiently and without interfering with others.

No check list of items of school management or any similar lists will alone suffice to improve the teaching act. The teacher is constantly confronted with a new teaching situation. The way he meets this situation depends upon his philosophy of education, his knowledge of the learning process, and his knowledge of methods of instruction. No longer is the supervisor justified in handing out the Dalton Plan, the Project Method, or the Unit Plan like patent medicines, destined to make cures.

As the basis for the improvement of the teaching act, the teacher should have a dynamic philosophy of education, and a thorough knowledge of the psychology of learning.

<sup>30</sup>scar F. Weber, Problems in Public School Administration, p. 52.
41bid., p. 180.

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There are many factors which influence all types of teaching. These include apperception, motive, self activity, and individual difference. The study of any of these educational factors might serve as a basis for indefinite study and experimentation. It will be the function of the Superintendent to guide properly the efforts of the teachers in these investigations to the end that there will be harmonious and well planned progress toward definite objectives. There are also several types of lessons all depending upon a thorough understanding of the principles of education and principles effecting the learning process. Of these lesson types, lessons involving reflective thought, lessons involving imitation, and drill lessons should be investigated thoroughly. Methods of conducting supervised study and the project method are worthy of teacher study. The teacher's philosophy of education and knowledge of the psychology of learning will guide him in his choice of teaching devices as nothing else can.

The forming of this philosophy of education and the knowledge relative to the learning process should be the specific ends toward which the program of professional improvement in service, heretofore mentioned, should definitely and specifically be guided.

Oscar F. Weber, Problems in Public School Administration, p. 181.

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# The Relation of the Superintendent and his Staff to Curriculum Making

The attitude of the teacher toward her work may be changed by the method of setting her task, and by her comprehension of how she is to perform her function. These facts make the forming of the curriculum a procedure which strongly effects the personnel relationships between the Superintendent and the teaching body. The Superintendent has a heavy responsibility in the selection and the organization of subject matter. Curriculum construction is no longer an occasion where the Superintendent shuts himself up with paste pot, scissors, and existing courses of study to emerge with a new course of study for his system.

The present period is characterized by constant changes in social demands. A more varied assortment of pupils are entering our schools and staying longer. Sections of the same state vary greatly as to character of school population, and attainment of educational level. This condition indicates that national and state problems of curriculum have a strong local component. Engelhardt points out three basic issues to be considered by the local authorities in forming a curriculum. They are: "Fundamental curriculum considerations, adapting the curricula to the current and changing requirements,

Oscar F. Weber, Problems in Public School Administration, p. 166.

Henry Harap, The Technique of Curriculum Making,p.5. <sup>3</sup>Fred Engelhardt, Public School Organization and Administration, pp. 417-418.

## The Relation of the Constitution and the State

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They are: "Endanced all curricular considerations, also that the carricular descriptions, also the curricular and absorber resultanced.

<sup>&</sup>quot;Decar F. Weber, Problem in Sublic School Admitistration,

and planning for the future community needs. The last two of these are of great concern to the local Superintendent.

As far as possible, curricula practice should be based upon scientific investigation. Where this is lacking, judg-ments should be held as tentative and modified as new evidence warrants.

In forming a curriculum, the Superintendent, Principals, Supervisors, and teachers, as well as a curriculum expert from outside the system should be employed. The inherent value of the process of curriculum building is liable to transcend the value of the finished product. Harap has laid down the following set of rules for forming a curriculum making group:

- 1. The group should consist of the most capable and most industrious persons who can do the job.
- 2. It should include persons who have the authority to call upon many teachers for assistance at any step of the process of revision.
- 3. The chairman of the group should have some knowledge of the technique of curriculum making.
- 4. The group should include the persons who will be responsible for training the teachers who will carry on the new course of study.
- 5. It should include classroom teachers who will think in terms of actual conditions.
- 6. It should include principals and other supervisory officers who represent the administrative point of view.

<sup>\*</sup>Oscar F. Weber, op. cit., pp. 166-168.

Henry Harap., loc.cit. pp.5-7.

Oscar F. Web. op. cit.
Henry Harap, op. cit., p. 6.

and standard for the father community needs. The last two

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<sup>&</sup>quot;Heart Rarab, on . of to. o. C.

It is the opinion of the writer that, as soon as the curriculum is completed, it will need modification in part.

The curriculum may not be cinsidered as static, but rather a live issue deserving of the best work that may be obtained in the school system.

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## CHAPTER XI Establishing and Maintaining Good Morale

Burnham, in his "Normal Mind" gives as the minimum essential for happiness to humans of all ages, three conditions. "A task, a plan, and freedom." If a teacher is to be happy and in high spirits, he must be conscious of his task, make his plans, and have the freedom to take his task or leave it. The wise Superintendent accomplishes his ends by working with and through his teachers. This procedure tends to give that freedom required for good mental health, and, besides, stimulates the teacher, for Burnham says that no compulsion can equal that of one's own task,

With the foregoing philosophy as aguide, the Superintendent can, with profit, attend to those details which make for the improvement of the school system in general. With this in mind, the following check list is offered as ameans of insuring good morale:

Salary

Have you a salary schedule?

Is the starting salary adequate?

Have you provided for automatic increases up to a period from three to five years?

Have you provisions for rewarding professional standing, professional growth, personal growth, and ability?

<sup>&#</sup>x27;Wm. H. Burnham, The Normal Mind, pp. 207-227.

From notes on lecture by Dr. Jesse B. Davis, Springfield, Mass.
Jan. 19, 1932.

<sup>3</sup>Wm. H. Burnham, The Normal Mind, p. 212.

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Jan. 18, 1932.
-dn. H. Burnbam, The Hornel Word, p. 212.

Improvement

Are you maintaining worthwhile series of professional teachers' meetings and reading circles?

Is there opportunity for intervisitation and observation of good teaching?

Are you doing your utmost to make it possible for your teachers to avail themselves of University Extension services?

Supervision

Is your supervision on a cooperative basis?

Do you have a method of teacher evaluation which makes teacher improvement through self realization the dominant factor?

Does the teacher have a clear concept of the fundamental factors involved in classroom management?

Do you allow a freedom of choice of method commensurate with the teacher's knowledge of the psychology of learning and her soundness in the philosophy of education?

Do you give her means for evaluating the work of the pupil?

Do you recognize your teachers as experts when they

are such?

Curriculum

Is your curriculum the product of the entire teaching personnel plus the advice of an expert in the field?

Is it tentative and suggestive?

Is it always open to constructive revision by teachers?

Is there an opportunity for experimentation?

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Sociability and Recreation

Do you attempt to make the new teacher at home when he arrives for the first time in your town?

Are you able to advise teachers accurately concerning living conditions?

Do you ever have Teachers' Meetings of a purely social nature?

Do you arrange social functions where teachers meet parents?

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#### CHAPTER XII

#### Relationship between Superintendent and Principals and Supervisors

In order to examine the relationship between the Superintendent and his principals, it is desirable to go into the history of the office of principalship.

An Elementary School Principal was at first a full time teacher whose maturity and ability to handle disciplinary situations, singled him out as a desirable head for his school. He had some clerical work, and was responsible for discipline, but had little to do with the administration or supervision of the school.

Since it has been demonstrated that, in an elementary building of no more than eight rooms, a principal can profitably spend full time in supervision, remedial work, and planning instruction, the elementary school principalship is bound to occupy a distinct professional place.

Better trained persons are holding the positions of elementary school principals, and where the unit is large enough, these principals are held responsible for the administration and supervision of their systems.

In Connecticut, as in other New England states, the High School Principal inherited from the old academy days  $^4$ 

Fred Engelhardt, Public School Organization and Administration, p. 253.

Fred Engelhardt and E. O. Melby, Alberta Lea Survey, University of Minnesota Press, Minneapolis, 1928.

<sup>3</sup>Fred Engelhardt, loc. cit.

Bernard C. Steiner, History of Education in Connecticut, pp. 47-48.

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Bernard C. Shekar, History of Mucaston in Commetted,

a strategic position. The High School was held as an institution apart from the common schools. In some cases, the high school has been operated separately from the grade schools, and the high school principal has been more or less directly responsible to the school committee. Naturally, such a strategic position has been only reluctantly yielded to the comparatively newly created officer, the Superintendent.

Koos in 1924 made a study of "Responsibility for Initiative" for certain administrative activities in sixty-six large and one hundred four small high schools. The study shows that there is little agreement as to who shall perform such duties as selecting teachers, planning courses of study, and visiting class work for supervisory purposes. The varying abilities and degrees of professional training possessed by high school principals and superintendents explain this condition in part. If secondary schools are to function properly, however, the principal must be responsible for all activities which pertain to student life. This means that activities, such as preparing curriculum and supervision of in-

Fred Engelhardt, op. cit., p. 278.

Ibid., p. 278.

L. V. Koos. The High School Principal, p.87.

Fred Engelhardt, op. cit., p. 280.

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Tred Engelhardt, oo. eit., o. 278.

L. V. Roos. The High School Principal, p.8V.

struction are as essentially his functions as are matters of disciplinary control, class records, class schedules, and school reports.

Though, in general, elementary and high school principals should be professionally trained individuals, capable of contributing toward every phase of the school program, the ultimate responsibility rests with the Superintendent? It may be said that the Superintendent is a generalist and the Principal is a specialist. The Superintendent has an educational philosophy which he works out with and through his principals. These principals are specialists and know how they may best fit their schools to this philosophy. The Superintendent must also coordinate the various schools in his system so that all function as a unit.

Allied to the relationship between Superintendent and Principal is the relationship between Superintendent and Supervisors, and the inter-relationship between Superintendent, Supervisors, and Principals.

As soon as a system outgrows supervision by the Superintendent, the Principals usually take up that duty. There
may be further growth to the extent where special supervisors
must be employed to augment the work of the principals.

Fred Engelhardt, Public School Organization and Administration, p. 280.

\*\*Ibid., p. 256.

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Though, in research, elementary and high school princiouls chou a to professionally trained dudividuals, copchies of contributing toward every chase of the cohool procious, the nisiaste responsibility runs with the duranthichdent.

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In secondary schools, especially, the supervision is very hap-hazardly done. Generally speaking, secondary schools have been free from a central supervisory staff.

In the elementary school of the larger type, McGaughy's finds that building principals are fully responsible for supervision. These principals, have, however, at times, been assisted by special supervisors from the central staff.

Whatever the system of supervision may be, it must be flexible and dynamic. In too many cases, the supervisory staff fails to grow with the system, and, hence, are ineffective.

As a cure for this condition, the writer suggests that supervision be in the hands of the principal. Where necessary, he may call upon aducational specialists from the central system. All teachers are to be so well trained that supervisors need only to provide advice, stimulation, and leadership.

This opinion is somewhat upheld by Table II taken from Engelhardt's discussion of "Organization for Supervision."

Fred Engelhardt, Public School Organization and Administration, p. 318.

<sup>/2</sup>Tbid., p. 320.

AJ. R. McGaughy, Tendencies in Supervision, Teachers' College Record, Volume XXIX, No. 7, April, 1928, p. 579.

Fred Engelhardt, Public School Organization and Administration, p. 304.

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Judgments of Administrative and Supervisory Officers regarding the Regular Teacher's Responsibility for Special Subjects

	TABLE II				
	Percentage	Distribu	tion of J	udgment	S
	Special	Superin-	Educatio	nal Spe	cialists
Plan of Operation	Super-		Adminis-		Physi-
	visors		tration	Educa-	cal
			and	tion	Educa-
			Super-		tion
			Vision		
Train teachers so well					
that supervisors need					
to act only in advisory					
capacity and in provid-					
ing stimulation and					
leadership	42	40	56	35	60
to porture the back, that					
Give classroom teachers					
only elementary training					
in each special subject					
and provide detailed					
supervision by trained					
supervisors,	12	12	24	35	10
Have all special sub-					
jects in the element-					
ary schools taught by					
highly trained special	7.0	0.7	7.4	45	4.0
teachers	30	23	34	45	40
Number of fudements	170	100	5.6	17	0
Number of judgments	179	100	56	17	8

Although some supervisors still maintain that it is Utopian to think that teachers can be well enough trained to teach special subjects with only advisory supervision, specialists in administration and supervision are more hopeful for success.

Fred Engelhardt, Public School Organization and Administration, p. 309.

/SIbid., p. 326.

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Although supervision is a problem which can be solved only in light of local situations, there are certain fundamental principles underlying the organization of Supervision. Engel-hardt has listed these as follows:

All activities which can be routinized should be, to save time and money.

Responsibilities should be delegated whenever possible.

Duties and work should be assigned in terms of degree of intelligence, competence, and salary requirements necessary to perform the task; that is, clerical work should be assigned to clerks.

Records are basic to all scientific study; supervisors must keep adequate records.

The proper morale and esprit de corps should be maintained at all costs.

All school authorities should be properly correlated and integrated within the various administrative units, particularly with reference to the curriculum.

Encourage creative effort; recognize initiative on the part of supervisors, principals, and teachers.

If the entire staff is to develop, the growth will depend on the training that individuals receive in service.

The Superintendent should plan and should insist that all staff members plan their work and keep record of their plans and check them against accomplishment.

Fred Engelhardt, Public School Organization and Administration, p. 328.

Tbid., p. 326.

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<sup>&</sup>quot;Tred Ungelhardt, Public School Organization and Adelniebration, p. 228. Thid., p. 326.

Engelhardt also gives a diagram showing a good organization for supervision where the teachers are well trained
to assume full teaching responsibility in all subjects. This
diagram designated as figure I may be found on the following
page.

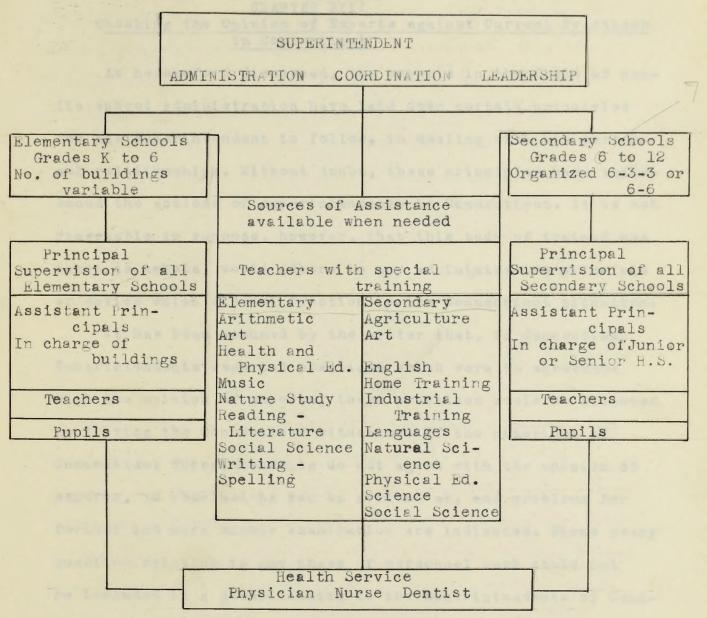
Fred Engelhardt, Public School Organization and Administration, p. 326.

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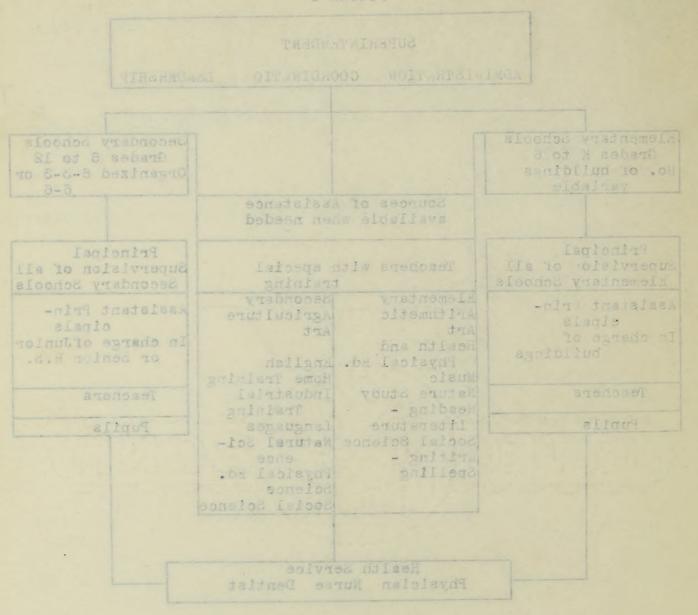
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"Gred Engelhardt, Public School Organisation and Statestarion, s. 226.

FIGURE I



Organization for supervision
In this plan the teachers are well trained to assume full teaching responsibility for regular subjects as well as special subjects.



Organization for supervision

In this plan the terchers are well trained to assume full teaching responsibility for regular subjects as well as special subjects.

## CHAPTER XIII Checking the Opinion of Experts against Current Practices in Connecticut

As heretofore discussed, the experts in the field of public school administration have laid down certain principles for the Superintendent to follow, in dealing with his personnel relationships. Without doubt, these principles have influenced the actions of superintendents in Connecticut. It is not reasonable to suppose, however, that this body of trained men taken as awhole, would adhere to any administrative principle or device which did not function in the Connecticut situation.

It has been assumed by the writer that, if Connecticut Superintendents reported practices which were in agreement with the opinion of experts, these practices could be accepted as fitting the Connecticut situation. If the practices of Connecticut Superintendents do not agree with the opinion of experts, no conclusions can be arrived at, and problems for further and more minute examination are indicated. Since every question relating to any phase of personnel work could not be included in a questionnaire to the Superintendents of Connecticut, it is assumed that a random sampling of the more important questions would be the basis for a fair judgment as to the validity of the opinions of educational experts in the Connecticut situation. In making this selection of questions, a tentative list of questions was made out by the writer. This list was submitted to the students in a

for the Superintendent to Islieve in dealine with the serven--pline aves selecontar seeds , there see the seldenoiseles fee don or di . Jue les maco of wheelestell rous 5,0 and line of broad min benished to these that that the contrast of eldenouses ciclonian avidanzainiche the po evente bines estemba en nexat . nolthwale dual technol our ol no found can lat delde salveb se To province out of applicable of clouders and golden't be of accident the , to berrived or and adding on , offere Part and nors minute exacted on the locked. Since every

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Seminar conducted by Dr. Jesse B. Davis on the "Problems of Secondary Education". These students who were all of graduate standing helped to add, delete, and revise questions which ultimately went to the Superintendents of Connecticut.

The following letter and questionnaire were sent out to ninety-eight Superintendents and State Supervising Agents in Connecticut.

My dear Superintendent,

Did it ever occur to you that each superintendent meets his personnel problems in an individual manner? Despite the dogmatic contributions of authorities on the subject, little has been done to determine how this body of successful school officials are actually meeting some of their problems.

In partial fulfilment of the requirement for a Master's degree, I am attempting to learn how these heads of our Connecticut educational system are solving certain personnel problems. If you will kindly check the proper responses, on the enclosed questionnaire, and return as soon as convenient, I will reciprocate by mailing you a digest of my findings. Please note that you are not asked to place your name upon the questionnaire.

A post-card is enclosed for your convenience in requesting the digest mentioned heretofore. Thank you.

Sincerely yours,

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#### QUESTIONNAIRE

- 1. Does your Board of Education reserve to itself or its members any executive functions? ---Yes. ---No.
- 2. Do individual members of your Board customarily attempt to exert authority apart from the Board as a whole? ---Yes. ---No.
- 3. How do you find new teachers for your system?
  ---a) Visit Teachers' Agencies.
  - --- b) Consult records in office of State Board of Education.
  - ---c) Visit teachers at work in other school systems, Normal Schools, and Colleges.
- 4. Are teachers ever arbitrarily thrust upon schools by Board?
- 5. Have you a definite salary schedule? --- Yes. --- No.
- 6. Check factors governing salary increases in your system:

  ---years of service, --- Academic training, --- teaching
  ability, --- grade taught, --- travel, --- professional improvement, --- experimentation.
- 7. How do you dispose of poor teachers?
  - ---a) Fail to renominate them.
  - ---b) Attempt to adjust them within the system.
  - ---c) Pass them on to other systems.
  - ---d) Encourage them to enter other lines of endeavor or retirement.
- 8. Do you have regular professional Teachers Meetings?

  ---Yes. ---No.

  Approximately, how many per year? ---One.---Five.---Ten.

  ---Twenty.
- 9. Do you encourage experimentation? --- Yes. --- No.
- 10. Do you have a definite teacher rating scheme?---Yes.---No. Check the school officials who rate the teachers:
  ---Principal, ---Supervisor, ---Superintendent,
  ---Assistant Superintendent,
  Does the teacher rate herself?---Yes. ---No.

  Does the teacher know her rating?---Yes.---No.
- 11. Approximately, how often do you visit each of the teachers in your system? Weekly---, Bi-weekly,---Monthly.

#### BRIAGREGITZROO

- 1. Does your Board of Education reserve to itself or its name oars any exacultys functionel ---Yes, ---Bo.
- 2. Do todividuel members of your loand sustantily attempt to a sant authority south from the Board sa, a whole? --- Tab. --- no.

  - 4. Are teachers ever arbitrarily thrust upon schools by Board?
    - 5. Have you a definite salary schedule? --- lo.
    - 6. Obeck fectors governing salary increases in your system:
      ---years of service, --- Academic training, --- teaching
      ability, --- grade taught, --- travel, --- professional inprovenent, --- experimentation.
      - 7. Now to you dispose of noor tenchers?
        ---a) Fail to renomingle them.
        ---b) Attempt to adjust them within the system.
        ---c) Paus them on to other systems.
        ---d) Encourage them to entir other lines of endeavors.
        or retirement.
    - 8. 80 you have regular professional Teachers'Markings?
      ---Yes. ---Yes.
      Approximately, now weny car year? ---Die.---Tive.---Teachy.
      - . Ol ... . and ... The interest again one new of . 9
  - 13. Do you have a definite teacher reling scheme?---No.---No.

    Check the school officials who rate the teachers:
    ---Principal, ---Supervisor, ---Superintendent,
    ---Assistant Superintendent,
    Does the teacher rate her reling?---Yes.---do.

- 12. Do you delegate whole of supervision to Assistant Superintendent ---, Special Supervisors ---, Principals ---?
- 13. My course of study is tentative and suggestive ---, may be deviated from if permission is asked ---, must be strictly adhered to ----
- 14. When changing courses of study, teachers are consulted generally ---, frequently ---, seldom ---.
- 15. In choosing new text books, teacher opinion is consulted always, ---, frequently---, seldom----
- 16. Teachers are encouraged to form groups for the solution of current school problems always ---, frequently ---, seldom ---.
- 17. Do you allow your principals to carry out their individual educational philosophies in their own buildings?

  ---Yes.---No.

  Do you hold conferences with the principals for the purpose of evolving an educational philosophy which you expect to be carried out? ---Yes. ---No.

  Do you establish an educational procedure according to your own philosophy and expect the principals to carry this out? ---Yes.---No.
- 18. Do you have a business manager?---Yes.---No.

  Is he under your control?---Yes. ---No.
- 19. Are building custodians and janitors under your control?
- 20. Have you a school doctor?---Yes.---No. Is he under your control?---Yes.---No.
- 21. My system regularly cooperates with the following organizations:

  ---Parent Teacher' Association ---Junior Red Cross

  ---Scout Organizations ---Musical Organizations

  ---Visiting Nurse Association ---Teachers of Music

  ---Week Day Schools of Religion ---Parochial Schools

- 12. Do you delegate whole of supervision to Assistant Super-
  - 15. My course of shudy is remission is augrestive ---, Day
    be deviated from if cormission is asked ---, must be
    strictly address to ----
  - 14. When changing courses of study, teaubers are consulted gonerally---, frequently---, selion---.
- 15. In chaosing new text books, bencher oninion is consulted
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- Do you hold conferences with the orinoisals for the pur. cose of evolving an advestional chilosophy which you exest to be corried out? ---Yez. ---Wo.
  ho you satablish as educational crocedure according to
  your own chilosophy and expect the orinoisals to carry
  this out? ---Yes.---Wo.
  - .O. no you have a manifest search a ved nov of .SI.
- lioulage two balling and that the transported so filled san .el
  - 20. Have you a school dester! --- I'ss. --- io.
- 21. Hy spales regularly occasion with the following organization:
  ---Parent rescher' Association ----Wastest Organizations
  ----Wastest Surse Association ----Teachers of Nuric

The returns from the questionnaire were gratifying. Of the 98 recipients, 73 responded. Since 74. 5% replied to the questionnaire, it is concluded that the results from the questionnaire are significant to the study.

The professional interest which the Superintendents took in the questionnaire was shown by marginal notes of encouragement and explanation which wer added. Many questionnaires showed careful thought and effort. Many Superintendents (as does the writer) realized that such questions may not be answered categorically. Hence, they qualified many responses.

#### Results of the Questionnaire

Wherever the questions were categorically answered, the results have been expressed in percent. Any answers omitted or those not clearly in one category or another have been listed as omitted. The more important comments found on answers are listed after each table.

It might be interesting to note that, although the questionnaire was designed to withold the identity of the Superintendent, 39 or 53.5% of those who returned the questionnaire identified themselves.

A. M. Jourdan, Educational Psychology, p.7.

The returns from the questionaire were gravitgling. Of
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tendent, as or 52.5% of those who returned the questionning
timitation thousantree.

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TABLE III
Questions Involving Relationship between Superintendent and Board.

			Per Cent	
		Yes	No	Omitted
serv	Board of Education re- e to itself or its mem- any executive functions?	37	57.5	5.5
Boar	ndividual members of your d customarily attempt to t authority apart from the d as a whole?	9.6	82.2	8 • 2
	teachers ever arbitrarily st upon schools by Board?	9.6	86.3	4.1

Qualified Answers

Some answers to question a were qualified. The qualifications were as follows:

Functions Reserved	Percentage of those answering
	"yes" who reported such practice.
Buying fuel	7 • 4
Arranging transportation	9.0
Overseeing janitorial supplies	3.7
Caring for repairs	18.5
Indicated ("a few")	7 • 4
have their many private and their	

TABLE IV
Questions Dealing with Methods of Adjusting Teachers Salaries

		Per Cent	
	Yes	No	Omitted
Have you a definite	salary schedule? 72	24.7	2.7
Fact	ors Governing Salary In	creases	
		Per Cent	
. Years of Service		93.1	
. Academic Training		53.6	
. Teaching Ability		52	
. Grade Taught		23.3	
· Travel		11	
. Professional Impr	ovement	56.2	
. Experimentation		4.1	

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### TABLE V Finding New Teachers and Disposing of Poor Teachers

Methods Used to Find New Teachers	Per Cent	
Visit teachers at work in other school systems, Normal Schools, and Colleges.	87.6	
Visit Teachers' Agencies	67.2	
Consult Records in office of State Board of Education, City Departments of Education, Normal Schools,		
and Colleges.	60.3	

Methods Used to Dispose of Poor Teachers	Per Cent
Fail to renominate	83.5
Attempt to adjust them within	
the system.	56.2
Encourage them to enter other	
lines of endeavor or retirement.	45.2
THE RESERVE OF STREET	
Pass them on to other systems.	9.6

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### Practices Related to Supervision TABLE VI

		Per Cent	
	Yes	No	Omitted
Do you have regular professional	05 -	30 8	0.7
Teachers' Meetings?	85.0	12.3	2.7
Oo you encourage experimentation?	93.1	5.5	1.4
Do you have a definite teacher			
rating scheme?	26.0	63.0	11.0
Does the teacher rate herself?	26.0	23.3	50.7
Does the teacher know her rating?	26.0	20.6	53.4
to relate			
Approximate frequency of Teachers'		Per Cent	
Once per year		4.1	
Five times per year		26.0	
Ten times per year		54.8	
Fifteen times per year		1.4	
Twenty times per year		2.7	
Omitted		11.0	
Approximate frequency of visits			
by Superintendent to each teacher.		Per Cen	t.
Once a week		20.6	
Once every two weeks		45.2	
Once a month		24.6	
Answers which did not denote			
frequency of visits		8.2	
Omitted		1.4	
What school officials rate the teac	her?	42.2	
Superintendent		41.1	
Principal		32.9	
Supervisor		26.0	
Assistant Supervisor		4.1	
Who does the supervision?			
Superintendent delegates al	1		
of supervision		4.1	
Superintendent delegates pa	rt		
of supervision		61.7	
Superintendent does all of			
supervision		34.2	

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		61.7	
		54.2	

TABLE VII

Extent of Teacher Participation in Matters Relating to Course of Study, Text Books, and Current Problems.

	Per Cent	
My course of study is:		
tentative and suggestive.	31.5	
(no permission needed for changes)		
man ha dam' kad Ones 'O man' a '		
may be deviated from if permission is asked.	58.9	
Is asked.	00.9	
must be strictly adhered to.	8.2	
COLUMN DE SELECTION DE LA SELE		
Omitted	1.4	
Then changing courses of study,		
teachers are consulted		
generally	63.0	
frequently	28.8	
seldom	2.7	
Omitted	5.5	
In choosing new text books,		
teachers are consulted		
always	46.5	
frequently	48.0	
seldom	4.1	
Omitted	5.5	
Extractingue administration of the sales Tilesoft		
leachers are encouraged to form groups		
for the solution of current school problems.		
always	38.4	
frequently	48.0	
seldom ·	11.0	
Omitted	2.7	

# earper of anishies created at acida lotters appear to inedes and current Problems.

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- 4.1	
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	second area of dependence on stemper of the solution of the second accordance of the second accordance of the second of the seco
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TABLE VIII
Relationships between Superintendent and Principals

	Per Cent		
	Yes	No	Omitted
Do you allow your principals to			
carry out their individual ed-			
ucational philosophies in their	and the same		
own buildings?	76.7	16.5	6.8
Do you hold conferences with the principals for the purpose of evolving an educational philos-ophy which you expect to be carried out?	80.8	6.9	12.3
Do you establish an educational procedure according to your own philosophies and expect the			
principals to carry this out?	23.3	65.7	11.0

Qualified Answers 29.5% of those who signified that they allow principals to work out their own educational philosophies qualified this answer with such words as "in part", "partly", "to some extent", etc.

TABLE IX

Relationship between Superintendent and School Personnel not

Directly Connected with Instruction

Per Cent

		101 00110	
		No	
Do you have a business manager?	11	87.6,	1.4
Is he under your control?	63.5	12.5	11.5
( Percentages computed on a basis	(12.5%	qualified	their "yes"
of number answering that they	answ	er by addi	ng "partly".)
had a business manager.)			
Are building custodians and jan-			
itors under your control?	76.7	11.0	8.2
	(4.1% 9	ualified t	heir "yes"
			g "partly".)
Have you a school doctor?	61.7	36.6	2.7
Is he under your control?	75.6	15.5	8.9
(Percentages computed on a basis			
of number answering that they had a	olios1		
school doctor)			
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TABLE X
Extent to which Systems Regularly Cooperate with Local Organizations

Organization	Per Cent of Re	ported Cooperation
Visiting Nurse Association	6	7.1
Parent Teacher Association	6	4.5
Scout Organizations	5	0.6
Junior Red Cross	4	8.0
Teachers of Music	3	7.0
Musical Organizations	3	5.6
Parochial Schools	2	3.3
Week Day Schools of Religion	THE ROLL OF THE PARTY OF THE PA	6.5
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isk Day Sencols of Religion 18.5	

The responses to the questionnaire may be used to describe a mythical average Superintendent's relationship to those about him.

The average Superintendent in Connecticut is usually the executive officer of the Board of Education. In case the board reserves any executive functions, it does this usually in connection with management of materials and personnel not directly involved in instruction. He is little bothered by board members who attempt to exert authority apart from the board as a whole.

He makes exhaustive search for good teachers by utilizing Teachers' Agencies, records in State and City Departments of Education and Normal Schools and Colleges.

He has a definite salary schedule in which years of service, professional improvement, Academic training, and teaching ability are the chief determining factors of increases
in pay. The grade taught, travel, and experimentation are
sometimes considered. Although teaching ability is a leading factor in determining salary increase, there is little
objective rating of this ability.

The Superintendent with the aid of his principal does most of what rating is done. The teacher rates herself and knows her rating in a little more than half of the cases.

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The average enteringed of descriptions in Descriptions in the point of the possession of the possession of the description of the possession of the description of the description of the description of the description of the sent personnel and disconnected in temperature of antering and personnel by board by temperature to search entering again from the month of the possession and the search entering against the standard of the possession and the

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ing factor in determining salary increases, there is a likely
objective rating of this ability.

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This Superintendent has regular Teachers' Meetings ten times per year, visits each teacher every two weeks, and encourages experimentation.

When he wishes to dispose of a poor teacher, he simply fails to renominate him. However, he is likely to try to adjust the teacher within the system, or to encourage him to enter other lines of endeavor.

The supervision is delegated, usually, inpart to the principals. The course of study is not rigid, but permission must be asked if major deviations are to be made. If he is to change the course, or purchase new text books, the Superintendent consults his teachers in the matter, and encourages them to form groups for the solution of current school problems. If his principals are of high professional caliber, he allows them to use their own educational philosophies in their own buildings.

The Superintendent of Schools in Connecticut seldom has a business manager, but has building custodians and janitors under his control. He also has a school doctor who is under his control.

This Superintendent shows a very cooperative spirit, and cooperates with many local organizations.

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The of resource of the stander, he is likely to the to set that to see the the the stander, he is likely to the to set that the teacher within the system, or to encourage him to enter other lines of endowers.

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### CHAPTER XIV Specific Conclusions and Summary

As a result of a study of the returns from the questionnaire, it is concluded that the data collected as opinions of experts is a reasonable guide for Connecticut Superintendents.

The following is a suggested plan of procedure for a Connecticut Superintendent. He must realize that the power is vested in the board. He must acquire his power by proving to this board and the people it represents that he is capable and worthy of any trust that they may place in him. He must be ready and willing to cooperate with all local agencies that offer educational opportunities of worth.

In his relationship with the teachers, he should understand that a cooperative spirit underlies all supervisory activities. The improvement of instruction is best accomplished by improving teacher personnel. This is best done through:

- 1. Proper selection of teachers.
- 2. Adequate salary schedule.
- 3. Provision for professional improvement in service.
- 4. Cooperative teacher rating.
- 5. Improvement of the teaching act.
- 6. Proper selection and organization of subject matter.
- 7. Adequate provision for measuring the results of instruction.
- 8. Maintaining good morale in the teaching force.

To insure proper selection of teachers, the Superintendent should have sole power to nominate. The board should act no further on candidates than to accept or reject.

The Superintendent should hunt far and wide for the best candidates for each vacancy and have definite standards for rating each.

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The Superintendent must realize that higher pay means higher standards of teaching. A definite salary schedule should be in force. Increases of pay may be granted for not over five years on a basis of service. Further increases should be based upon professional improvement, Academic training, teaching ability, travel, and experimentation.

No system can hold up its standard through recruiting.

There must be definite attempts to train teachers in service.

The most effective devices for teacher training are Teachers'

Meetings, College and Normal Summer Schools, College and State

Extension Courses. Other devices include reading circles, demonstration teaching, professional magazines, intervisitations,
and educational bulletins.

All teacher training devices in use should be coordinated to provide for a maximum of teacher participation, and to aim at establishing a definite educational philosophy.

A rating scheme should be in operation. Although it will form an objective rating, where teaching ability is considered in the salary schedule, this is only of minor importance. The real purpose of rating is the improvement of instruction through the establishment of a consciousness of real values on the part of the teacher. Any rating scheme used should provide for an opportunity for the teacher to rate herself and know her rating. Cooperative endeavor for the improve-

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ment of all concerned should be the key note of any rating system.

In order to improve the teaching act, it is important to improve class management. This may be done by having a check list of elements involved in class room procedure. Definite planned action will save much time and effort to be applied in other directions. A dynamic philosophy of education and a thorough knowledge of the psychology of learning are basic to the improvement of the teaching act. The gaining of these basic requirements may well be the objective of the teacher training program.

The Superintendent will do well to engage outside experts to work with his teaching staff in the making or revision of curricula. The curriculum should be constantly revised in light of new developments. The greatest value of a new curriculum may be the process of making it.

Provision should be made for reliable and objective measurement of pupils' work. These measurements must be properly transmuted into marks for promotions and reports to parents. The more the teachers have to do with devising a good marking scheme, the better it will be carried out.

If the teacher is to remain in good spirit, she must have freedom in the carrying out of her work. The Super-intendent works wisely who accomplishes his ends by work-

ant of all concerned should be the key note of any rating ayetem.

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ing "with and through his teachers." Any of the methods used to improve instruction will likewise improve morale.

Provided the school principal is properly trained, he may be expected to direct the details of his building. Since the Superintendent is ultimately responsible for the entire school system, he will coordinate the work of his principals and advance his educational philosophy with and through these principals.

The supervision of schools should be largely in the hands of the building principals. Teachers should be so well trained that special supervisors need only offer advice, stimulation, and leadership. The special supervisors should be attached to the central office and subject to the call of building principals. Every school department, including the business manager, should be under the control of the Superintendent.

Where there are health workers connected with the schools, regardless of whether they are full or part time employees of the Board of Education, they should be under direct control of the Superintendent of Schools and not under the Board of Health.

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